



St Michael's
C.E. Primary School

The Nest Curriculum and Provision Overview



"Courage to Flourish in the Love of God"

The Nest Curriculum Intent

The SEND Code of Practice states that children and young people are entitled to an education that is appropriate to their needs, promotes high standards and supports them to:

- achieve their best;
- become confident individuals who lead fulfilling lives; and
- make successful transitions into adulthood.

The Nest provides enhanced, adapted provision for pupils whose needs cannot consistently be met through ordinarily available classroom provision alone. It offers a calm, structured and supportive environment in which pupils receive high-quality teaching, personalised support and carefully planned opportunities to develop academically, socially, emotionally and physically.

The Nest curriculum is ambitious for every pupil. It does not lower expectations or replace pupils' entitlement to a broad and balanced education. Instead, it identifies and removes barriers so that pupils can access meaningful learning, experience success and develop increasing independence.

The curriculum is designed to:

- build communication and interaction;
- strengthen attention, engagement and readiness to learn;
- develop literacy and mathematical understanding from each pupil's starting point;
- support emotional understanding, self-regulation and wellbeing;
- develop positive relationships and social understanding;
- address sensory and physical development;
- build independence, self-care and practical life skills;
- enable pupils to access and participate in the wider school curriculum;
- support the achievement of EHCP and SSPP outcomes;

- prepare pupils for successful transitions and life beyond school.

The Nest curriculum combines:

1. the school's wider curriculum;
2. personalised EHCP and SSPP outcomes;
3. carefully sequenced Nest curriculum outcomes;
4. specialist advice and recommended strategies;
5. relevant assessment and progression frameworks; and
6. opportunities to practise and apply learning in real-life contexts.

Who The Nest Is For

Pupils are considered for The Nest following a thorough assessment of their needs, barriers to learning and current provision.

Pupils accessing The Nest will usually have an Education, Health and Care Plan (EHCP) or a SEND Support Provision Plan (SSPP). They may have significant needs relating to:

- communication and interaction;
- autism;
- attention and engagement;
- cognition and learning;
- sensory processing;
- emotional regulation;
- social understanding;
- physical development;

- independence;
- or a combination of these needs.

Admission to The Nest is not based on diagnosis alone. Decisions are based on whether the provision is appropriate for the pupil's individual needs and whether it is likely to improve their access, engagement, progress and wellbeing.

Decisions are made collaboratively by the SENDCO, senior leaders, teachers, parents and, where appropriate, external professionals. Pupil voice is included in a developmentally appropriate way.

Placement is reviewed regularly. The purpose of The Nest is to provide the right provision at the right time, while maintaining each pupil's belonging to their home class and the wider school community.

The Relationship Between the Nest and the Wider School

Pupils accessing The Nest remain valued members of their home classes and of the wider school community.

The Nest is an enhanced provision within the school. It is not separate from the school curriculum and does not operate as an isolated class. Pupils access a personalised combination of learning in The Nest, their home classroom and other areas of the school. The balance is determined by individual need, but pupils access their home classes whenever this is appropriate, purposeful and supports successful participation.

Learning in The Nest is closely linked to the topics, units and curriculum content being taught in pupils' home classes. Where appropriate, pupils access the same key knowledge, vocabulary, texts, concepts and experiences as their peers, adapted to their individual starting points, communication needs and levels of understanding. This ensures that pupils remain connected to the wider curriculum and can participate meaningfully in shared class learning.

Decisions about where learning takes place are based on:

- the pupil's needs;
- the intended learning;
- the level of sensory or emotional demand;
- opportunities for inclusion and belonging;

- the support required;
- and the environment in which the pupil is most likely to succeed.

Where appropriate, pupils participate in:

- curriculum lessons with their home class;
- collective worship;
- playtimes and lunchtimes;
- educational visits;
- performances;
- celebrations;
- enrichment activities;
- sporting opportunities;
- leadership opportunities;
- and wider school events.

Access to The Nest is flexible. Pupils may use the provision for specific lessons, targeted interventions, regulation breaks, personalised learning or a greater proportion of the school day, according to need.

The long-term aim is to increase each pupil's successful participation, independence and sense of belonging across school.

Key Principles

High Expectations

We maintain high expectations for every pupil. Progress may be demonstrated through small and highly individual steps, but these steps are valued, planned for and built upon systematically.

Individualisation

Planning begins with each pupil's strengths, needs, interests, current attainment and identified outcomes. Adaptations are made so that learning is accessible, meaningful and appropriately challenging.

Inclusion and Belonging

The Nest supports pupils to participate in school life rather than separating them from it. Pupils retain strong links with their home classes, peers and teachers.

Communication

Communication is central to the curriculum. Staff recognise all forms of intentional communication, including speech, gesture, facial expression, signing, symbols, objects, communication boards and augmentative or alternative communication systems.

Independence

Adults support pupils to do as much as possible for themselves. Support is carefully adjusted and reduced when appropriate so that pupils do not become unnecessarily dependent on adults.

Regulation and Readiness to Learn

Regulation is understood as a prerequisite for successful learning. Pupils are taught strategies that help them recognise, communicate and manage their sensory and emotional needs.

Repetition and Generalisation

Pupils are given repeated opportunities to revisit important knowledge and skills. Learning is practised with different adults, in different environments and through different activities so that pupils can apply it beyond one familiar situation.

Partnership

Effective provision depends on strong collaboration between pupils, families, school staff and external professionals.

Curriculum Design

The Nest curriculum is organised around the following areas:

1. Communication and Interaction
2. Cognition and Learning
3. English and Literacy
4. Mathematics
5. Relationships, Health and Wellbeing
6. Physical and Sensory Development
7. Independence and Life Skills
8. Knowledge and Understanding of the World
9. Creativity
10. Preparation for Adulthood and Future Aspirations

These areas are interconnected. For example, a food preparation activity may develop communication, counting, fine motor skills, sequencing, safety awareness, independence and social interaction at the same time.

The curriculum is delivered through half-termly themes, personalised teaching, daily routines, structured interventions and purposeful real-life experiences.

The themes provide a meaningful context for learning. They do not determine the level of work expected from every pupil. Pupils work towards outcomes that are appropriate to their individual stage of development.

The Nest curriculum is not planned in isolation. Wherever appropriate, teaching is aligned with the sequence of topics and units in pupils' home classes, while additional personalised learning addresses communication, regulation, independence and EHCP or SSPP outcomes.

Half-Termly Curriculum Themes

Term	Theme
Autumn 1	Me and My Body
Autumn 2	Celebrations
Spring 1	Fantastic Food
Spring 2	The World Around Me
Summer 1	My Hopes and Dreams
Summer 2	We Are All Unique

These themes are revisited through progressively more complex knowledge, vocabulary, communication, experiences and levels of independence.

Teachers select and adapt content according to pupils' starting points, interests, individual plans and links with the wider school curriculum.

Our Progression Model

Progress in The Nest is developmental rather than determined solely by chronological age or year-group expectations.

Pupils may be working at different stages across different curriculum areas. For example, a pupil may demonstrate increasing independence in physical routines while requiring more support with expressive communication.

Progression is understood through three broad stages.

Stage	Typical characteristics
Stage 1: Encounter and Engage	The pupil notices, attends, explores, tolerates, responds or participates with significant adult support.

Stage 2: Develop and Apply	The pupil remembers familiar learning, communicates choices, follows routines and applies skills with prompts or scaffolding.
Stage 3: Generalise and Become Independent	The pupil initiates, applies and adapts learning across people, places and situations with reduced adult support.

These stages are not used as labels for pupils. They help staff identify starting points, plan appropriate next steps and make progression clear.

Progress may be demonstrated through:

- increased engagement;
- a more intentional response;
- greater accuracy;
- improved fluency;
- reduced prompting;
- increased independence;
- use of a skill with a wider range of adults;
- use of a skill in a new environment;
- increased resilience;
- improved communication;
- or successful application in a real-life situation.

Communication and Interaction Progression

Curriculum Aim

Pupils will develop effective ways to understand others, communicate their needs, express choices, participate in interaction and build meaningful relationships.

Encounter and Engage	Develop and Apply	Generalise and Become Independent
Attend briefly to a familiar adult, sound, object or activity.	Sustain attention during a familiar interaction or activity.	Initiate and sustain interaction for a range of purposes.
Show awareness of another person.	Respond to familiar greetings, questions or instructions.	Adapt communication according to the person, context and purpose.
Express comfort, discomfort, preference or rejection through behaviour, expression, gesture or vocalisation.	Communicate needs and choices using an agreed method.	Communicate increasingly specific needs, ideas and experiences independently.
Respond to familiar words, symbols, objects or gestures.	Follow familiar one-step instructions, with appropriate support.	Follow increasingly complex instructions and seek clarification when needed.
Participate in shared attention with adult support.	Share attention, take turns and participate in short exchanges.	Maintain reciprocal interaction and respond appropriately to others.
Explore an individual communication system.	Use speech, signs, symbols, objects or communication aids with prompts.	Use an agreed communication system across different environments and with different people.

Communication systems are used consistently across The Nest, the pupil's home class and, where possible, at home.

Cognition and Learning Progression

Curriculum Aim

Pupils will develop attention, memory, problem-solving, flexible thinking and the ability to apply learning with increasing confidence and independence.

Encounter and Engage	Develop and Apply	Generalise and Become Independent
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Show awareness of an activity, object or change.	Attend to an adult-directed activity for an increasing period.	Sustain attention and return to a task following interruption.
Explore resources through sensory or physical interaction.	Use familiar resources purposefully.	Select and use appropriate resources independently.
Repeat an action that creates an interesting effect.	Remember and repeat a familiar sequence.	Apply known sequences to new or more complex tasks.
Anticipate a familiar event within a routine.	Follow familiar routines using visual, verbal or physical prompts.	Complete familiar routines with reduced or no prompting.
Respond to simple cause and effect.	Make simple predictions and solve familiar problems.	Use previous learning to solve problems in unfamiliar situations.
Participate with significant adult scaffolding.	Complete an activity with prompts, models or task structures.	Plan, complete and review an activity with increasing independence.

English and Literacy Progression

Curriculum Aim

Pupils will develop communication, language, reading and writing skills from their individual starting points, enabling them to understand and communicate meaning.

Reading

Encounter and Engage	Develop and Apply	Generalise and Become Independent
Attend to songs, rhymes, sounds, books or sensory stories.	Join in with repeated words, actions, sounds or refrains.	Retell, sequence or discuss key parts of a familiar text.

Handle and explore books.	Turn pages and identify familiar pictures, symbols, characters or events.	Select texts for a purpose and locate relevant information.
Notice environmental sounds and voices.	Discriminate between sounds and participate in phonological activities.	Apply phonics knowledge when reading unfamiliar words.
Respond to familiar objects, symbols or words.	Recognise familiar symbols, labels, signs or words.	Read and understand increasingly complex words, sentences or instructions.
Listen briefly to a shared text.	Answer or respond to simple questions about a text.	Retrieve, explain and make simple inferences from what has been read.

Writing

Encounter and Engage	Develop and Apply	Generalise and Become Independent
Make marks using a range of tools and materials.	Produce controlled marks, shapes, letters or symbols.	Write or compose messages for a clear purpose.
Show awareness that marks can carry meaning.	Assign meaning to marks, symbols, letters or words.	Organise words and sentences to communicate meaning.
Participate in fine motor and pre-writing activities.	Form recognisable letters or select symbols using an appropriate method.	Write with increasing accuracy, independence and stamina.
Communicate an idea for an adult to record.	Compose a word, caption or sentence through speech, symbols or assisted technology.	Review and improve writing or communication with support appropriate to need.

Little Wandle is used where appropriate and is adapted according to pupils' stage of phonological awareness and reading development.

Mathematics Progression

Curriculum Aim

Pupils will develop an understanding of number, pattern, shape, space and measure and will apply mathematical skills in meaningful, practical contexts.

Encounter and Engage	Develop and Apply	Generalise and Become Independent
Notice differences in quantity, size, shape or pattern.	Sort, match and compare objects using a familiar property.	Explain or independently apply sorting and comparison criteria.
Join in with number songs and repetitive sequences.	Say, sign, select or recognise numbers in familiar sequences.	Use number knowledge flexibly in practical and abstract situations.
Explore one-to-one correspondence through practical activities.	Count a small set accurately with support.	Count, estimate and check quantities independently.
Experience adding or removing objects.	Solve simple addition or subtraction situations using practical resources.	Select and apply appropriate strategies to solve problems.
Explore containers, weight, length, time and capacity.	Compare and describe measures using familiar vocabulary or symbols.	Measure and record using appropriate standard units where suitable.
Explore and match shapes.	Identify and describe familiar two-dimensional and three-dimensional shapes.	Use knowledge of shape and position to solve practical problems.
Participate in familiar daily time routines.	Sequence familiar events and recognise key times.	Use timetables, clocks or calendars with increasing independence.
Exchange objects during role play or real-life routines.	Recognise and use coins in supported activities.	Apply money skills in increasingly independent real-life situations.

White Rose resources and relevant mathematical continuums support planning, but learning is adapted to pupils' developmental starting points.

Relationships, Health and Wellbeing Progression

Curriculum Aim

Pupils will develop emotional understanding, positive relationships, self-awareness, regulation, personal safety and healthy living.

Encounter and Engage	Develop and Apply	Generalise and Become Independent
Show a response to familiar adults and peers.	Participate alongside or with others for a short period.	Build and maintain positive relationships across different settings.
Express comfort, discomfort or emotional state through behaviour or communication.	Identify and communicate familiar emotions.	Explain feelings, recognise possible causes and select appropriate strategies.
Accept adult support with regulation.	Use a familiar regulation strategy with prompts.	Select and use an appropriate regulation strategy independently.
Tolerate brief changes to familiar routines with support.	Manage planned changes using visual or verbal preparation.	Apply coping strategies to less predictable change.
Respond to simple boundaries or safety cues.	Follow familiar safety rules with prompts.	Recognise risk and make safer choices with increasing independence.
Experience simple turn-taking.	Wait, share, cooperate and negotiate with support.	Resolve simple disagreements and seek help appropriately.
Participate in hygiene, food and exercise routines.	Explain or demonstrate familiar healthy choices.	Apply healthy living knowledge to everyday decisions.
Recognise familiar trusted adults.	Identify who can help in different situations.	Seek appropriate help and communicate concerns clearly.

Jigsaw and relevant Autism Progression Framework areas support planning within this curriculum strand.

Physical and Sensory Development Progression

Curriculum Aim

Pupils will develop body awareness, coordination, fine and gross motor control, sensory understanding and strategies that support safe and successful participation.

Encounter and Engage	Develop and Apply	Generalise and Become Independent
Explore movement and sensory experiences.	Participate in planned movement or sensory activities.	Select movement or sensory strategies according to need.
Show awareness of different body parts.	Identify and use body parts during familiar actions.	Coordinate movements to complete increasingly complex tasks.
Grasp, release, push, pull or manipulate objects.	Use tools and equipment with improving control.	Select and use tools accurately and safely.
Participate in supported movement.	Copy or complete familiar gross motor movements.	Combine movements and apply them in games, routines or practical tasks.
Respond to sensory input.	Communicate sensory likes, dislikes or discomfort.	Recognise sensory needs and use agreed strategies with increasing independence.
Accept adult support during personal care or physical routines.	Participate actively in personal care or physical routines.	Complete appropriate routines with reduced support.
Explore spaces and equipment with support.	Move safely through familiar environments.	Apply safety awareness in less familiar environments.

PE Hub, occupational therapy advice, sensory plans and individual physical programmes are used where appropriate.

Independence and Life Skills Progression

Curriculum Aim

Pupils will develop the practical, communication and decision-making skills needed to participate in everyday life with increasing independence.

Encounter and Engage	Develop and Apply	Generalise and Become Independent
Participate in dressing, eating, drinking or hygiene routines with adult support.	Complete parts of a familiar self-care routine using prompts or visual support.	Complete appropriate self-care routines independently or seek specific support.
Show awareness of personal belongings.	Locate, use and return familiar belongings.	Organise and take responsibility for personal belongings.
Make a choice between two familiar options.	Make and communicate choices from an increasing range.	Make informed choices and explain preferences where appropriate.
Participate in tidying and classroom routines.	Complete a familiar responsibility with prompts.	Take responsibility for familiar jobs and routines independently.
Explore food preparation equipment and ingredients.	Follow a short supported food preparation sequence.	Prepare a simple food item safely with reduced support.
Experience shopping, travel or community-based role play.	Apply familiar skills in supported real-life activities.	Use practical skills with increasing confidence in the wider community.
Accept support when moving between activities or spaces.	Follow familiar transition routines using agreed supports.	Prepare for and manage familiar transitions independently.

Knowledge and Understanding of the World Progression

Curriculum Aim

Pupils will develop knowledge of themselves, other people, places, communities, nature, technology and change.

Encounter and Engage	Develop and Apply	Generalise and Become Independent
Notice people, objects, places and events in the immediate environment.	Identify and describe familiar people, places, objects and events.	Compare, explain and make connections between different experiences.

Explore natural materials, living things and physical processes.	Observe and describe simple features or changes.	Ask questions, make predictions and record findings.
Participate in familiar celebrations and community events.	Recognise that people have different traditions, beliefs and ways of life.	Discuss similarities and differences respectfully and with increasing understanding.
Notice changes in daily routines and the environment.	Sequence familiar events and recognise past and present.	Use historical vocabulary and make simple comparisons over time.
Explore maps, photographs and models.	Recognise familiar places and features.	Use maps or positional language to describe and follow routes.
Explore cause and effect through technology.	Use familiar technology for a clear purpose.	Select and use appropriate technology with increasing independence and safety.
Experience stories and activities linked to religious education.	Recall key people, events, symbols or beliefs.	Make simple connections between beliefs, values and ways of living.

Science, history, geography and religious education content is selected from the wider school curriculum and adapted to ensure meaningful access.

Creativity Progression

Curriculum Aim

Pupils will explore, communicate and develop ideas through art, music, movement, design, construction and imaginative experiences.

Encounter and Engage	Develop and Apply	Generalise and Become Independent
Explore colour, texture, sound, movement and materials.	Make purposeful choices between materials, sounds or movements.	Select and combine resources to communicate an idea.

Respond to familiar songs, sounds or rhythms.	Copy or join in with a simple rhythm, song or musical pattern.	Create, perform or adapt a simple musical sequence.
Make marks or manipulate materials.	Use familiar techniques with adult modelling or prompts.	Apply known techniques independently and evaluate the outcome.
Participate in construction or design activities.	Follow a simple model or sequence to create a product.	Plan, make and improve a product for a purpose.
Explore pretend play with adult support.	Re-enact familiar experiences or stories.	Develop and sustain imaginative ideas with others.
Observe and respond to the creative work of others.	Express a preference or simple response.	Explain choices and respectfully respond to different creative outcomes.

Kapow progression materials for art, music and design technology are used as appropriate and adapted to pupils' individual stages.

Preparation for Adulthood and Future Aspirations

Preparation for adulthood begins in primary school. For pupils accessing The Nest, this means building the foundations for increasing independence, participation, communication, community inclusion and future decision-making.

Through the curriculum, pupils are supported to:

- communicate needs, choices and preferences;
- recognise their strengths and interests;
- develop self-care and personal organisation;
- understand healthy relationships;
- participate in household and classroom routines;
- develop awareness of money and shopping;
- use technology safely and purposefully;

- practise travel and community safety;
- contribute to their class and school;
- experience age-appropriate responsibilities;
- understand that adults have different roles and occupations;
- develop aspirations for their future;
- and prepare successfully for transitions.

The theme My Hopes and Dreams provides a particular opportunity to explore pupils' interests, strengths, future ambitions and the roles people have in the community. However, preparation for adulthood is embedded throughout the year rather than confined to one theme.

Teaching and Pedagogy

At St Michael's, all teachers are teachers of pupils with SEND.

Pupils accessing The Nest receive high-quality teaching that is adapted in response to their individual needs. Teaching is structured, purposeful and ambitious.

Effective teaching in The Nest includes:

- secure knowledge of each pupil;
- clearly identified learning intentions;
- short, focused teaching episodes where appropriate;
- consistent routines;
- visual structure;
- modelling;
- carefully chosen language;
- appropriate processing time;

- repetition and overlearning;
- opportunities for retrieval;
- practical and multisensory learning;
- explicit teaching of vocabulary;
- task analysis;
- graduated prompting;
- communication support;
- positive reinforcement;
- sensory and regulation strategies;
- purposeful opportunities for choice;
- and planned application in real-life situations.

Learning is broken into small steps where necessary, but the wider purpose of the learning remains clear. Staff avoid completing tasks for pupils when they can be supported to participate or complete them independently.

Adults use the least intrusive level of support required. Prompts are reduced over time so that pupils develop genuine independence.

Prompting and Developing Independence

Staff use a graduated approach to prompting.

Where appropriate, support moves through the following sequence:

1. opportunity for independent response;
2. environmental or visual cue;
3. gestural prompt;

4. verbal prompt;
5. modelled response;
6. partial physical support;
7. full physical support where necessary and appropriate.

The level of prompting required is recorded when it provides meaningful evidence of progress.

A pupil who completes the same task with fewer prompts has made progress, even when the final product appears similar.

Repetition, Retrieval and Generalisation

Pupils accessing The Nest may require more frequent opportunities to revisit important knowledge and skills.

Learning is deliberately repeated through:

- daily routines;
- familiar songs and stories;
- repeated vocabulary;
- structured tasks;
- different resources;
- practical experiences;
- home-class learning;
- intervention sessions;
- and community-based activities.

Repetition is purposeful and responsive. It is used to strengthen memory, fluency, confidence and independence rather than simply repeating the same activity without development.

Generalisation is planned explicitly. Staff consider whether a pupil can use a skill:

- with a different adult;
- with a peer;
- in a different room;
- in the home classroom;
- outdoors;
- at home;
- during an educational visit;
- or in the local community.

A skill is considered secure when the pupil can apply it reliably and with an appropriate degree of independence across relevant contexts.

Communication-Supportive Practice

Staff establish the most effective communication methods for each pupil.

Depending on individual need, this may include the use of Widgit symbols and other personalised communication supports, such as:

- spoken language;
- Makaton or other signs;
- gestures;
- objects of reference;
- photographs;
- symbols;
- now-and-next boards;

- visual timetables;
- choice boards;
- communication books;
- core boards;
- or augmentative and alternative communication technology.

Widgit symbols are used consistently, where appropriate, to support pupils' understanding, communication, independence and access to learning. They may be used within visual timetables, now-and-next boards, task instructions, communication boards, vocabulary displays, social stories and adapted curriculum resources. Symbol use is personalised according to individual need and is applied consistently across The Nest and pupils' home classes wherever possible.

Communication supports are available throughout the day and are not restricted to intervention sessions.

Adults model the pupil's communication system and allow adequate processing time. All intentional communication is acknowledged and developed.

Sensory and Emotional Regulation

The Nest provides a low-arousal, structured environment that supports regulation and readiness to learn.

Regulation is not viewed solely as an adult-managed response to distress. Pupils are explicitly taught to recognise their internal state, communicate their needs and use appropriate strategies.

Support may include:

- sensory movement;
- access to a quieter space;
- visual preparation;
- predictable routines;

- co-regulation;
- breathing or relaxation strategies;
- emotion coaching;
- sensory tools;
- planned movement breaks;
- and individual regulation plans.

Strategies are agreed according to assessed need and professional advice. They are reviewed regularly to ensure they remain effective and proportionate.

The aim is for pupils to move gradually from adult-led regulation towards increasing self-awareness and self-regulation.

Assessment

Assessment identifies what pupils know, understand and can do, and what they need to learn next.

Assessment is based on a pupil's individual starting point and is used to support teaching rather than create unnecessary evidence.

Sources of assessment may include:

- EHCP outcomes;
- SSPP outcomes;
- Nest curriculum outcomes;
- Autism Progression Framework assessment;
- Birmingham curriculum continuums;
- Little Wandle assessments;
- White Rose and relevant mathematical assessments;

- Evidence for Learning, including observations, photographs, videos and annotated learning evidence;
- teacher assessment;
- pupil work;
- communication records;
- intervention records;
- parent feedback;
- pupil voice;
- and reports from external professionals.

No single framework provides a complete picture of a pupil's progress. Staff draw together relevant evidence to understand each pupil holistically.

The Assessment Cycle

1. Identify Starting Points

Staff establish what the pupil can already do, the level of support required and the contexts in which the skill is demonstrated.

2. Identify Priority Outcomes

A small number of meaningful priorities are selected from the pupil's EHCP, SSPP, curriculum assessment and wider needs.

3. Plan Teaching

Staff identify:

- the next step;
- appropriate teaching strategies;
- required resources;

- communication support;
- opportunities for practice;
- and how success will be recognised.

4. Teach and Practise

The outcome is embedded in lessons, routines, small-group work, interventions and real-life activities.

5. Review

Staff evaluate:

- what the pupil has learned;
- whether prompting has reduced;
- whether the skill is secure;
- whether the pupil can generalise it;
- and what should be taught next.

Assessment leads directly to changes in teaching and provision.

Evidence of Progress

Evidence may include:

- Evidence for Learning records, including photographs, videos, observations and annotations linked to individual outcomes;
- completed work;
- individual books;
- task books;
- communication records;

- assessment reports;
- reduced prompting;
- increased independence;
- increased engagement;
- improved fluency;
- application in another context;
- parent feedback;
- pupil voice;
- and information from external professionals.

Evidence for Learning is used to capture significant and meaningful progress, particularly where learning is demonstrated practically, through communication, interaction, independence or application in real-life contexts. Evidence is linked to pupils' EHCP, SSPP and curriculum outcomes and is used to inform assessment and next-step planning.

Evidence is proportionate. Staff are not expected to record every interaction or routine. Evidence is collected when it demonstrates meaningful learning, progress or application.

EHCP and SSPP Outcomes

EHCP and SSPP outcomes are integral to the curriculum.

Outcomes are not taught only through separate intervention sessions. They are embedded throughout:

- curriculum teaching;
- classroom routines;
- play and social times;
- self-care;

- transitions;
- practical activities;
- communication opportunities;
- and wider school participation.

For each priority outcome, staff should understand:

- the intended longer-term outcome;
- the pupil's current starting point;
- the small next step;
- the agreed teaching approach;
- the level of support required;
- and how progress will be evaluated.

Progress towards outcomes is reviewed with parents and relevant professionals.

Roles and Responsibilities

The Class Teacher

The class teacher remains responsible and accountable for the pupil's educational progress.

The class teacher:

- maintains an understanding of the pupil's needs and provision;
- contributes to planning and assessment;
- shares upcoming topics, units, key knowledge, vocabulary and texts with the Nest teacher so that adapted learning remains aligned with the home-class curriculum;

- promotes inclusion and belonging;
- provides opportunities for participation with peers;
- shares relevant curriculum information with the Nest team;
- and contributes to reviews of progress and provision.

The Nest Teacher

The Nest teacher provides high-quality teaching and consistent oversight of the pupil's learning within the provision.

The Nest teacher:

- plans and delivers the adapted curriculum;
- embeds EHCP and SSPP outcomes;
- identifies and assesses small-step progress;
- directs and supports teaching assistants;
- ensures communication and regulation strategies are implemented consistently;
- maintains appropriate links with home classes;
- liaises with parents and professionals;
- monitors the quality of provision;
- and identifies appropriate next steps.

The SENDCO

The SENDCO provides strategic oversight of The Nest.

The SENDCO:

- supports decisions about admission and provision;
- ensures the curriculum responds to pupils' needs;

- oversees statutory plans and reviews;
- supports staff development;
- coordinates external professional involvement;
- monitors the implementation and impact of provision;
- ensures that appropriate resources and interventions are used;
- and reports to senior leaders and governors.

Teaching Assistants

Teaching assistants work under the direction of teachers to support teaching, intervention, communication, regulation and independence.

They:

- implement agreed teaching strategies;
- support individuals and small groups;
- provide appropriate scaffolding;
- observe and communicate progress;
- support pupils to participate in the wider school;
- deliver agreed interventions;
- and reduce support where pupils are ready to work more independently.

Teaching assistants do not replace teacher-led instruction or take sole responsibility for pupils' learning.

Senior Leaders

Senior leaders:

- maintain high expectations for pupils accessing The Nest;
- ensure appropriate staffing and resources;

- monitor the quality of education;
- support collaboration between The Nest and the wider school;
- evaluate impact;
- and ensure that inclusion remains central to school improvement.

Staffing

The Nest is led by a dedicated teacher and supported by teaching assistants.

This structure enables:

- consistent high-quality teaching;
- personalised planning;
- flexible grouping;
- targeted intervention;
- immediate response to communication, sensory and emotional needs;
- effective liaison with families and professionals;
- and secure oversight of pupils' progress.

Staffing decisions are based on pupil need and are reviewed as the cohort and levels of support change.

A high level of adult support does not automatically mean that an adult remains alongside a pupil at all times. Support is deployed carefully to increase access, safety, communication and independence.

Working With Parents and Carers

Parents and carers are essential partners.

They hold important knowledge about their child's:

- strengths;
- communication;
- interests;
- health;
- sensory needs;
- emotional responses;
- successful strategies;
- and experiences outside school.

Partnership may include:

- review meetings;
- EHCP and SSPP discussions;
- progress updates;
- home-school communication;
- telephone calls;
- parent meetings;
- shared strategies;
- and contributions to transition planning.

School and home work together to promote consistency where this benefits the pupil. However, strategies are adapted appropriately to each environment rather than expecting home and school to operate identically.

Parents are informed about their child's progress, achievements, next steps and participation in school life.

Pupil Voice

Pupil voice is gathered in a way that is accessible and meaningful.

This may include:

- spoken responses;
- symbols;
- photographs;
- communication aids;
- observation of preferences;
- choices;
- behaviour as communication;
- structured pupil interviews;
- and contributions to reviews.

Pupils are supported to communicate:

- what they enjoy;
- what they find difficult;
- what helps them;
- what they would like to learn;
- and their hopes for the future.

Pupil preferences inform provision, but adult decisions continue to be guided by safety, assessed need and long-term outcomes.

External Professionals

The school works collaboratively with relevant professionals, which may include:

- speech and language therapists;
- occupational therapists;
- educational psychologists;
- physiotherapists;
- specialist teachers;
- health professionals;
- social care professionals;
- and local authority SEND services.

Recommendations are considered alongside the school's knowledge of the pupil and are translated into practical classroom strategies.

Staff should be able to explain:

- what has been recommended;
- how it is being implemented;
- who is responsible;
- and what difference it is making.

Professional advice is reviewed rather than retained indefinitely without evaluation.

Monitoring the Quality of Provision

The quality and impact of The Nest are monitored through:

- visits to teaching and learning;
- review of planning;
- scrutiny of pupils' work and learning evidence;
- assessment information;
- EHCP and SSPP reviews;
- pupil progress discussions;
- pupil voice;
- parent feedback;
- staff discussion;
- review of inclusion in the wider school;
- external professional feedback;
- and analysis of pupils' engagement, regulation, attendance and participation.

Monitoring focuses on the difference provision makes rather than whether a particular activity has simply taken place.

Leaders consider:

- whether pupils are learning the intended curriculum;
- whether teaching is appropriately ambitious;
- whether pupils' communication is developing;
- whether pupils are becoming more independent;
- whether support is being reduced where appropriate;
- whether pupils can apply skills in different contexts;
- whether EHCP and SSPP outcomes are progressing;
- whether pupils are included in school life;

- and whether provision remains appropriate.

Reviewing Placement and Reintegration

Placement in The Nest is reviewed regularly.

Reviews consider:

- progress towards individual outcomes;
- access to learning;
- emotional and sensory regulation;
- successful participation in the home class;
- pupil voice;
- parent views;
- professional advice;
- and the level of support currently required.

Where pupils demonstrate readiness, opportunities to learn in their home class are increased carefully and purposefully.

Reintegration is planned rather than rushed. Appropriate support may include:

- visits to the classroom;
- visual preparation;
- participation in preferred or successful lessons;
- support from familiar adults;
- clear transition routines;
- gradually increased duration;

- and review of the pupil's response.

For some pupils, continued substantial access to The Nest may remain the most appropriate provision. Success is not measured only by the amount of time spent in a mainstream classroom. It is measured by progress, participation, wellbeing, belonging and increasing independence.

Impact

The intended impact of The Nest curriculum is that pupils:

- are safe, valued and ready to learn;
- communicate their needs, choices, ideas and feelings more effectively;
- demonstrate improved attention and engagement;
- develop knowledge and skills from their individual starting points;
- make progress towards EHCP and SSPP outcomes;
- develop early reading, writing and mathematical skills;
- regulate their emotions and sensory needs more successfully;
- form positive relationships;
- participate increasingly in their home class and wider school life;
- apply learning in different contexts;
- become less reliant on adult prompting;
- develop practical life skills;
- show increased confidence and self-esteem;
- and are better prepared for transitions and future adulthood.

Impact is demonstrated through each pupil's individual progress rather than through a single uniform measure.

For some pupils, impact may be seen in first responses, increased tolerance, improved engagement or more intentional communication. For others, it may be seen through academic achievement, successful participation in class, independent completion of routines or generalisation of skills into the community.

The effectiveness of the provision is evaluated by the difference it makes to pupils' learning, independence, wellbeing and participation.

Supporting Frameworks and Resources

The following frameworks and resources may support planning and assessment. They do not replace professional judgement or form separate, disconnected curricula.

Curriculum area	Supporting frameworks and resources
Communication and interaction	Autism Progression Framework, Widgit symbols, individual communication systems, EHCP and SSPP outcomes, and speech and language advice
English and literacy	Little Wandle, relevant reading and writing continuums, communication systems
Mathematics	White Rose, relevant mathematical continuums, practical and functional mathematics
Relationships, health and wellbeing	Autism Progression Framework, Jigsaw, individual regulation plans
Physical and sensory development	PE Hub, occupational therapy advice, physiotherapy advice, sensory programmes
Knowledge and understanding of the world	Adapted school science, history, geography and religious education curriculum
Creativity	Kapow art, music and design technology progression
Independence and life skills	EHCP and SSPP outcomes, real-life routines, practical learning and preparation for adulthood
Assessment	Evidence for Learning and Birmingham continuums, where appropriate, curriculum assessments and teacher assessment

Curriculum Review

The Nest curriculum is reviewed regularly to ensure that it remains:

- ambitious;
- accessible;
- appropriately sequenced;
- responsive to pupils' changing needs;
- connected to the wider school curriculum;
- informed by assessment;
- and focused on meaningful long-term outcomes.

Review is informed by staff, pupils, families, assessment information and external professional advice.

Changes to the curriculum are made when evidence shows that pupils' needs, starting points or barriers have changed, or when monitoring identifies that provision can be strengthened.

Summary

The Nest provides a calm, structured and ambitious learning environment for pupils with significant and complex needs.

Its curriculum combines access to the wider school curriculum with personalised teaching in communication, cognition, literacy, mathematics, regulation, relationships, physical and sensory development, independence and preparation for adulthood.

Progression is planned from each pupil's starting point. Pupils move from encountering and engaging with learning, to developing and applying skills, and then towards generalising their learning with increasing independence.

Through high-quality teaching, strong partnership and a culture of high expectations, The Nest enables pupils to develop the courage, confidence, knowledge and skills they need to flourish within school and beyond.